

Subject: English		Year group: 7	
Unit: Poetry from Around the World			
Overview (including links to Big Ideas)			
<b>Big idea 1: Texts and their context</b> <b>Big idea 2: Poetry</b> <b>Big idea 3: Writer’s Craft</b>			
Links to Prior and Future learning (Why this? Why now?)			
Students will be given a baseline test at the start of the unit to establish their prior knowledge of poetry and poetic techniques. They will be given the opportunity to explore challenging poetry and cover key themes and ideas and begin to analyse language. This will prepare them for revisiting poetry in year 8 in the Heroes and Villains scheme of work and again in year 9 in the Social Justice poetry scheme. This unit will also equip them with the skills necessary to tackle the poetry units at KS4.			
Knowledge Goals		Lesson sequence	
<ul style="list-style-type: none"><li>• <b>Students will be able to understand increasingly challenging texts, knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, present meaning.</b></li><li>• <b>They will recognise a range of poetic techniques and understand how and why they have been used by the poet.</b></li><li>• <b>They will make critical comparisons across texts.</b></li><li>• <b>Students will be able to summarise and organise material with supporting ideas and arguments.</b></li><li>• <b>They will plan, draft, edit and proof-read their work amending vocabulary, grammar and structure of writing to improve coherence and overall effectiveness.</b></li><li>• <b>Students will be able to speak confidently and effectively through giving short speeches and presentations, expressing their own ideas and keeping to the point.</b></li></ul>		<ol style="list-style-type: none"><li><b>1. Introduction to unit</b><ul style="list-style-type: none"><li>• New books, knowledge organisers, expectations, homework.</li><li>• Introduction to knowledge organiser and key knowledge required for the unit.</li><li>• <b>Baseline test on poetry techniques.</b></li></ul></li><li><b>2. Introduction of poetic techniques.</b><ul style="list-style-type: none"><li>• Matching poetic techniques with their definitions.</li></ul></li><li><b>3. Discussion of identity and belonging.</b><ul style="list-style-type: none"><li>• <b>Personal Possession Presentation-Identity.</b></li></ul></li><li><b>4. Exploring key ideas in the poem Presents from my Aunts in Pakistan.</b><ul style="list-style-type: none"><li>• Context/author and background to the poem.</li><li>• Visuals-maps, culture-class discussion</li></ul></li><li><b>5. Analysis of the poem Presents from my Aunts in Pakistan</b><ul style="list-style-type: none"><li>• Identifying poetic techniques.</li><li>• Commenting on words, phrases and sentences in the poem.</li></ul></li><li><b>6. ASSESSMENT (Teacher assessed)-Reading</b><ul style="list-style-type: none"><li>• Questions based on the poem-locate and retrieve.</li></ul></li><li><b>7. Island Man</b><ul style="list-style-type: none"><li>• YouTube clip to help with understanding of the poem.</li><li>• Discussion of context.</li><li>• Exploring form and structure.</li></ul></li><li><b>8. Island Man</b><ul style="list-style-type: none"><li>• Analysing language and the imagery in the poem</li><li>• Discussion of key themes and ideas</li></ul></li><li><b>9. Postcard Home - Narrative</b></li></ol>	
<b>Poetic devices</b>			
<b>Words, Phrases and Sentences</b>			
<ul style="list-style-type: none"><li>• Are there any words or phrases that you particularly like? If so, why?</li><li>• Are there any unusual or unexpected words that stand out/ Are any words used in unusual or unexpected ways?</li></ul>			

- Can you notice anything interesting about the word order? If so, what is the effect?
- Can you group words together in any particular way? Do you notice any contrasts or repetition?
- What do you notice about the line breaks and why they occur where they do?
- What is the mix of statements, questions, exclamations and commands? What difference does this make?

### **Figurative Language and Imagery**

- What do you notice about the way figurative language (such as metaphor, simile, personification or hyperbole) is used in the poem?
- Is there a single image developed throughout the poem, or several different ones?
- Do the images focus on one thing, such as war, nature, a person, and so on? If so, what is the effect of the images together?
- What does figurative language add to the poem? Consider what it adds to your experience of reading it, to the meaning, to the level of difficulty.

### **Themes and Ideas**

- What is the poem about? Is it about just one thing, or several different things?
- Are there any significant themes and ideas in the poem? How are they presented?
- What is the message in the poem?
- Does the poem deal with issues that affect society, or personal issues that affect individuals? How does the writer explore and present these?
- What do you find interesting about the themes and ideas in this poem?
- Have you read any other poems with a similar theme or key idea? How is this poem similar or different?

### **Structure**

- What do you think is interesting about the way the poem begins?
- What do you think is interesting about the way the poem ends?
- How does the poem move from beginning to end?
- Are there any significant moments within the poem that change its direction or add new meaning?

- Imagine that you are the Island Man. Use images from the poem to express what you miss about the Caribbean.
- Plan, draft, edit ideas.
- Neat version

### **10. ASSESSMENT- (Peer assessed)**

- Peer -assess postcard activity
- Redraft postcard addressing targets

### **11. Blessing**

- Discussion of context
- Introduction of tone and voice

### **12. Blessing- Descriptive writing (Self assessed)**

- Use a given image to describe what life would be like living in Dharavi.
- Use of thesaurus to help with ambitious vocabulary

### **13. Two Scavengers in a Truck**

- Discussion of context
- Form and structure
- Language analysis
- Feelings and Attitudes

### **14. Analysis of comparisons used in Two Scavengers**

- Visuals used to introduce the two sets of people and their vehicles
- Identify similarities and differences between the couples in the poem

### **15. Nothing's Changed-contextual reading materials**

- Background to South Africa
- Nelson Mandela's role in South Africa

### **16. Analysis of Nothing's Changed**

- Select poetic techniques from the poem commenting on their effect-highlight and annotate
- Comment on form and structure
- Identify the tone of the poem
- Language analysis

### **17. Critical Appraisal lesson on Nothing's Changed**

- To what extent do you agree with an opinion.
- Focus on contextual factors.

### **18. Comparison of Two Scavengers and Nothing's Changed-ASSESSMENT (Teacher assessed)**

- Plan, draft, edit
- Share success criteria and discuss

### **19. Assessment write up**

- How could the poem be structured differently?

### **Form**

- What do you notice about the shape of the poem and the way it looks on the page? For example, is it regular or irregular? Is it organised into stanzas? How does this affect the way you read the poem?
- Is the poem following a set of rules for a form you know, such as a haiku or sonnet?
- Does the poem remind you of others that you have read that have a similar form?
- How does the form of the poem link to what it is about?

### **Voice and Tone**

- Is the poem written in the first- or third-person narrative voice? How does this affect your reading of the poem?
- Is the poem spoken by a particular character or does it seem to be in the voice of the poet?
- Does the poet use any special language to create a distinctive type of voice, for example dialect?
- Does the voice speak to the reader in a particular way, or try to target a particular kind of reader?
- What tone of voice do you think would work best for reading this poem aloud? Why?

### **20. Whole class teacher feedback from comparison assessment**

- Identify areas for improvement based on teacher feedback and success criteria for comparison piece.

### **21. Independent reflection and evaluation of skills developed**

- Evaluate improvements made to written tasks and the impact of this going forward.
- **Back to baseline test and test again on poetic techniques.**

Key vocabulary (Tier 2 and 3)	Reading/Writing/Numeracy development
Stanza, simile, metaphor, alliteration, personification, onomatopoeia, hyperbole, repetition, oxymoron, rhyme, tone, symbolism, imagery, enjambment, caesura, couplet, volta, context	<ul style="list-style-type: none"> <li>• Developing SPaG-Literacy Booklets</li> <li>• New vocabulary-thesaurus work/dictionary work</li> <li>• Sample descriptive /narrative pieces-modelling</li> <li>• Contextual reading materials</li> <li>• Poetry prompt cards</li> <li>• Extended writing</li> </ul>
Teaching strategies	
<b>Quality First teaching Strategies QFT</b> <ul style="list-style-type: none"> <li>• Clear lesson structure and objectives</li> <li>• Red and green cards</li> <li>• Modelling extended responses</li> <li>• Scaffolding ideas/planning sheets</li> <li>• Visual prompts (images, video clips etc)</li> <li>• Chunked activities</li> <li>• Direct questioning</li> </ul> <b>Stretch and Challenge</b> <ul style="list-style-type: none"> <li>• Cold call questioning</li> <li>• No opting out</li> <li>• Big thinking questions</li> <li>• Opportunities to develop oracy skills through speaking and listening activities</li> </ul>	
Assessment	
<ul style="list-style-type: none"> <li>• <b>Assessment point one: Baseline test on poetry techniques (Teacher assessed)</b></li> <li>• <b>Personal Possession Presentation-Identity- Whole Class</b></li> <li>• <b>Assessment point two: Reading assessment on Presents from my Aunts in Pakistan-((Teacher Assessed)</b></li> <li>• <b>Assessment point three: Postcard home- (Peer Assessed)</b></li> <li>• <b>Assessment point four: Descriptive writing- (Self Assessed)</b></li> <li>• <b>Assessment point five: Comparison of Two Scavengers and Nothing's Changed- (Teacher Assessed)-Whole class feedback</b></li> <li>• <b>End with the baseline test again</b></li> </ul>	

Homework	
Knowledge Organiser Research takeaway homework-Project based SPaG booklets	
Cultural/Social/Economic Development	Subject specific information (eg scientific enquiry/historical enquiry/key practical's)
Contextual materials on other cultures and countries YouTube clips to highlight other cultures and societies	Poetic techniques Research tasks